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of the

International Young Men's
Christian Association
Training School



Springfield, Mass.

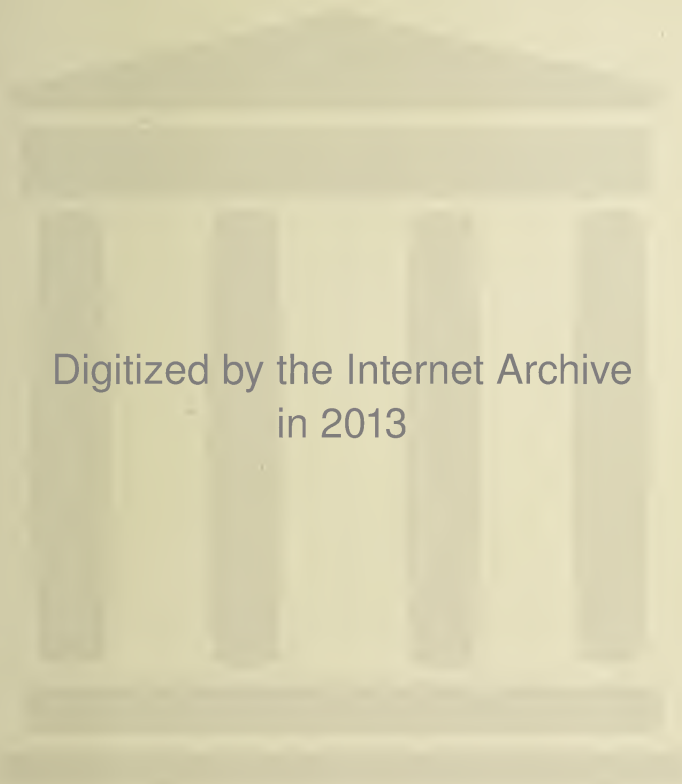
1901-1902

Announcements

1902-1903

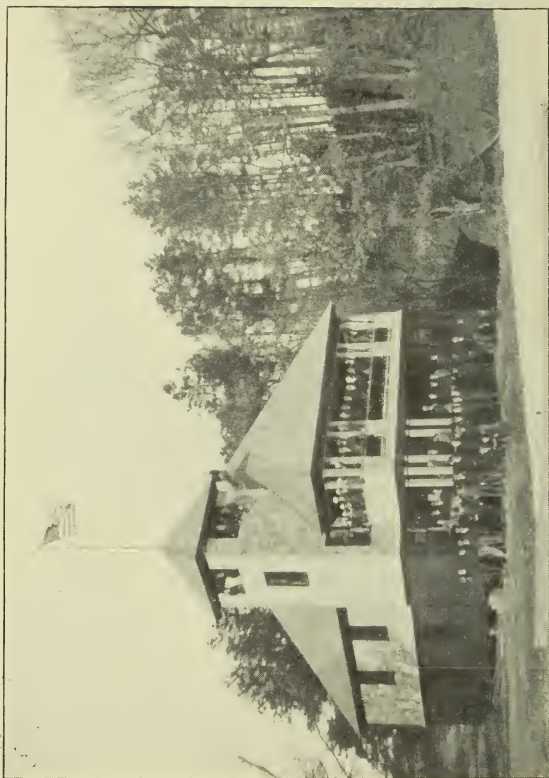
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THE NEW BOAT HOUSE.

SEVENTEENTH ANNUAL CATALOGUE OF THE INTERNATIONAL
YOUNG MEN'S CHRISTIAN ASSOCIATION TRAINING SCHOOL

SPRINGFIELD, MASS.

FOUNDED IN 1885

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UNIVERSITY OF ILLINOIS

WITH ANNOUNCEMENTS FOR 1902-1903

FEBRUARY, 1902

Calendar

Regular meetings of the Trustees on the third Wednesdays of September and March, and on the second Friday in June.

Annual meeting of the Corporation on the second Friday in June.

School financial year, September 1 to August 31.

1902

January 3—Friday, Beginning of Winter Term.
March 21—Friday, Ending of Winter Term.
March 25-27—Tuesday-Thursday, . . . New England Secretaries' Conference (at the Dormitory Building).
April 2—Wednesday, Beginning of Spring Term.
June 20—Friday, Commencement Exercises.
September 24—Wednesday, Beginning of Fall Term.
December 19—Friday, Ending of Fall Term.

1903

January 2—Friday, Beginning of Winter Term.
March 20—Friday, End of Winter Term.
March 24-26—Tuesday-Thursday, . . . New England Secretaries' Conference (at the Dormitory Building).
April 1—Wednesday, Beginning of Spring Term.
June 19—Friday, Commencement Exercises.
September 23—Wednesday, Beginning of Fall Term.

Persons desiring special information concerning, or admission as students to, the Physical Course, are invited to correspond with Dr. James H. McCurdy.

For information concerning the School, apply to President L. L. Doggett.

Corporators.

The names of the Trustees are italicized.

Australia, N. S. W., Sidney, David Walker.
 " Victoria, Melbourne, H. A. Wilcox.
 France, Paris, E. Buscarlet.
 Germany, Berlin, Count Andreas Bernstorff.
 England, London, M. H. Hodder.
 " W. H. Mills.
 " J. H. Putterill.
 Scotland, Glasgow, W. M. Oatts.
 " Portobello, R. H. Smith.
 Hawaii, Honolulu, Hon. Henry Waterhouse.
 Ireland, Belfast, Robert McCann.
 India, Madras, W. Reijerson Arbutnot.
 " David McConaughy, Jr.
 " Calcutta, T. D. Patton.
 Philippine Islands, Manila, Fred W. Atkinson.
 South Africa, Adams, Natal, George B. Cowles.
 Sweden, Stockholm, Baron Edward Barnekow.
 Switzerland, Geneva, Rev. Gustave Tophel.
 Manitoba, Winnipeg, R. J. Whitla.
 Ontario, Toronto, F. M. Pratt.
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 " C. M. Copeland.
 " *Robert Kilgour.*
 Quebec, Montreal, *D. A. Budge.*
 " George Reid.
 " D. W. Ross.
 " F. W. Kelley.
 Alabama, Birmingham, Jas. Bowron.
 " Joseph Hardie.
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 " Hartford, Noel H. Jacks.
 " *Henry Roberts.*
 " New Britain, *F. G. Platt.*
 " New Haven, W. G. Lotze.
 " H. L. Smith.
 " Norwich, E. A. Prentice.
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 Georgia, Atlanta, *W. Woods White.*
 Illinois, Chicago, J. E. Brown.
 " A. A. Stagg.
 " Robt. Weidensall.
 Iowa, Des Moines, W. A. Magee.
 " E. D. Sampson.
 Kansas, Leavenworth, Jas. Naismith.
 " Topeka, R. B. Gemmill.
 Kentucky, Louisville, J. L. Wheat.
 Maryland, Baltimore, W. H. Morriss.
 " Hagerstown, R. S. Crawford.
 Massachusetts, Boston, *R. M. Armstrong.*
 " *W. E. Colley.*
 " H. S. Conant.
 " T. A. Hildreth.
 " *Charles A. Hopkins.*
 " *G. W. Mehaffey.*
 " *I. M. Moore.*
 " Campello, *Preston R. Keith.*
 " Chippewa Falls, James L. Pease.
 " Fitchburg, Frederick Fosdick.
 " T. E. McDonald.
 " Ludlow, John E. Stevens.
 " Lynn, *J. N. Smith.*
 " Malden, *George E. Day.*
 " Nantucket, E. A. Lawrence.
 " Springfield, *Dr. W. F. Andrews.*
 " *T. M. Balliet.*
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 " *H. H. Bowman.*
 " J. T. Bowne.
 " *Geo. D. Chamberlain.*
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 " *J. L. Johnson.*
 " *Henry S. Lee.*

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 " " Arthur G. Merriam.
 " " *Rev. D. A. Reed.*
 " " C. H. Southworth.
 " " *W. E. Waterbury.*
 " " A. B. Wallace.
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 " Wilbraham, *W. R. Newhall.*
 Michigan, Detroit, C. M. Copeland.
 " H. G. Van Tuyl.
 Minnesota, St. Paul, Thomas Cochran.
 Missouri, Kansas City, Witten McDonald.
 " G. H. Winslow.
 " St. Louis, Thomas S. McPheeters.
 New Hampshire, Concord, Allen Folger.
 New Jersey, Morristown, A. W. Lunbeck.
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 " Plainfield, C. W. McCutchen.
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 " *Edwin F. See.*
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 " " *Richard C. Morse.*
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 " " Erskine Uhl.
 " " George A. Warburton.
 " " A. J. D. Wedemeyer.
 " " L. D. Wishard.
 " Rochester, Rev. John H. Elliot.
 " Troy, H. G. Ludlow.
 No. Carolina, Davidson College, Prof. H. L. Smith.
 Ohio, Cleveland, F. M. Barton.
 " " A. D. Hatfield.
 " " G. K. Shurtleff.
 " Dayton, G. N. Bierce.
 Pennsylvania, Erie, C. W. Davenport.
 " Philadelphia, John H. Converse.
 " " Thos. DeWitt Cuyler.
 " " Pittsburg, Benjamin Thaw.
 " " Scranton, H. M. Boies.
 " " C. H. Zehnder.
 South Carolina, Charleston, A. T. Jamison.
 " Columbia, A. T. Smythe.
 Tennessee, Chattanooga, J. B. Milligan.
 " Knoxville, James H. Cowan.
 " Nashville, J. E. O'Bryan.
 " " W. B. Abbott.
 Texas, Dallas, A. F. Hardie.
 " Fort Worth, William C. Winthrop.
 Vermont, Brattleboro, J. J. Estey.
 " Burlington, W. J. Van Patten.
 " Montpelier, A. J. Howe.
 Virginia, Richmond, Joseph Bryan.
 " " L. A. Coulter.
 Washington, Seattle, E. C. Kilbourne.

Officers and Committees

1902-1903

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VICE PRESIDENT

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F. B. PRATT Brooklyn, N. Y.

H. M. MOORE Boston, Mass.

R. C. MORSE New York City

SUB-COMMITTEE ON PHYSICAL COURSE

T. M. BALLIET Springfield, Mass.

F. B. PRATT Brooklyn, N. Y.

R. C. MORSE New York City.

Faculty

L. L. DOGGETT, PH. D., PRESIDENT	60 Northampton Avenue
<i>History and Organization of the Young Men's Christian Association, Methods of Religious Work</i>	
J. T. BOWNE	121 Northampton Avenue
<i>Librarian and Instructor in Association Methods</i>	
F. N. SEERLEY, M. D.	180 Westford Avenue
<i>Anatomy, Psychology and Personal Work</i>	
H. M. BURR, B. A.	3 Gunn Square
<i>Christian History and Sociology</i>	
JAMES H. McCURDY, M. D.	308 Eastern Avenue
<i>Physiology, Physiology of Exercise, Gymnastics and Athletics</i>	
W. G. BALLANTINE, D. D., LL. D.	321 St. James Avenue
<i>The Bible</i>	
WM. W. HASTINGS, PH. D.	174 Alden Street
<i>Anthropometry, History and Philosophy of Physical Training</i>	
F. I. ELDRIDGE	180 Westford Avenue

Other Instructors

MRS. CAROLYN D. DOGGETT, M. A.	60 Northampton Avenue
<i>English</i>	
G. A. CORNELL, '02	Dormitory Building
<i>Student Assistant Gymnastics, Athletics</i>	
GEORGE HENCKEL, '02	Dormitory Building
<i>Student Teacher Gymnastics, Athletics</i>	
ELMER BERRY, B. S. '02	Dormitory Building
<i>Student Teacher Physics, Chemistry</i>	
B. R. HADCOCK, '02	Dormitory Building
<i>Student Assistant Gymnastics, Athletics</i>	
P. L. REYNOLDS, '03	Dormitory Building
<i>Student Assistant Gymnastics, Athletics</i>	
G. F. THOMPSON, '03	Dormitory Building
<i>Student Assistant Fencing</i>	

Special Lecturers

FRANK P. SPEARE, Educational Director Young Men's Christian
Association, Boston, Mass.

Educational Department

EDGAR M. ROBINSON, Secretary International Committee,
. New York City.

Work Among Boys

WILFRED H. CHAPIN, Secretary Boys' Work State Committee,
. New York City.

Work Among Boys

REV. WM. BYRON FORBUSH, President "Men of To-morrow,"
. Boston, Mass.

Work Among Boys

WM. KNOWLES COOPER, General Secretary Young Men's Chris-
tian Association, Springfield, Mass.

Association Problems

Secretarial Visitors, 1901-1902

EDMUND W. BOOTH, General Secretary, New York City.

G. K. SHURTLEFF, General Secretary, Cleveland, Ohio.

WALTER C. DOUGLAS, General Secretary, Philadelphia, Pa.

J. W. COOK, General Secretary, Bridgeport, Conn.

Matron.

MRS. D. H. TUCKER, Dormitory.

Students.

Senior Class (1902)

Allen, Edward Knight	S	Springfield, Mass.
Almeida, Alvaro	S	Rio Janeiro, Brazil.
Berry, Elmer	P	Beaver City, Neb.
Cornell, George Arthur	P	Bridgeport, Conn.
Craig, Robert John	S	San Jose, Calif.
Grobb, Frederick Ismond	P	Brantford, Ont.
Hadcock, B. Ross	P	Brantford, Ont.
Henckel, George	P	Albany, N. Y.
Pollard, David Wright	P	Pawtucket, R. I.
Robbie, Kenneth	S	New Haven, Conn.
Schroeder, John George	S	Geneva, N. Y.
Sullivan, J. Eastland	P	Woodcliff, N. J.
Wilson, Samuel Bruce	S	Brantford, Ont.
Wise, Frederick Byron	P	Cleveland, Ohio.

Fourteen Seniors

Middle Class (1903)

Ackerman, Elmer Garrett	S	Brooklyn, N. Y.
Armstrong, J. Claude	S	Morristown, N. J.
Bradshaw, Louis Charles	S	Kansas City, Mo.
Bugbee, Frederick Fay	P	Monson, Mass.
Clark, Thomas Arthur	P	Cleveland, Ohio.
Colbert, Philip Maulsby	S	Baltimore, Md.
Cowley, John T.	P	Cleveland, Ohio.
Farnum, LeRoy Southard	S	Uxbridge, Mass.
Goodyear, Ernest Fowler	P	West Haven, Conn.
Green, Charles Andrew	S	Mechanicville, N. Y.
*Hayes, George Arthur	P	Bloomfield, Conn.
Joy, Bernard Manly	S	Denver, Colo.
McLaren, George Allan	P	Forest, Ont.
Merrill, Harry Wilcox	S	Lynn, Mass.
Messler, Francis A.	S	Lakehurst, N. J.
Metts, Fred	S	Muncie, Ind.
Reynolds, Percy Loring	P	Fall River, Mass.
Roseborough, Von Victor	P	Cleveland, Ohio.
Thompson, Gilbert Frank	P	Cleveland, Ohio.
Wilder, David	S	Mobile, Ala.
Woolworth, Porter Thompson	S	Cazenovia, N. Y.

Twenty-one Middlers

Junior Class (1904)

Abbott, Samuel Edson	P	Auburn, N. Y.
Ashley, Charles Henry	P	Springfield, Mass.
Barrier, Emile August	P	Cambridge, Mass.
Buckland, Sanford Burton	P	Youngstown, Ohio.
Cunningham, Charles Francis	S	Rochester, N. Y.
Currier, William Gideon	S	Brooklyn, N. Y.
Elliott, Edward Scott	P	Boston, Mass.
*Fadden, Frederic Watts	P	Whitehall, N. Y.
Flanagan, Timothy Joseph	S	Rome, N. Y.
Gray, John Henry	P	East Orange, N. J.
Hamlin, Robert Pearson	S	Chicopee Falls, Mass.
Hastings, Ernest Edwin	P	Lincoln, Neb.
Hayes, Floyd Tomkins	S	Albany, N. Y.
Henckel, Frederick August	P	Albany, N. Y.
Holmes, Percy Kendall	P	Yarmouth, N. S.
Homer, Roy Randall	S	Boston, Mass.
Laudenslager, Irvin A.	S	Valley View, Pa.
Lewis, William Everett	S	Syracuse, N. Y.
Little, John T.	S	Vancouver, B. C.
Maier, Gus	P	Brooklyn, N. Y.
Moraller, Erich	S	Plainfield, N. J.
Moule, Herbert	S	London, Ont.
Offinger, Edward Christian	P	Northampton, Mass.
Randel, Noble Phillips	P	Oneida, N. Y.
Rath, James Arthur	S	Madras, India.
Rea, Charles Taylor	S	Canton, Ohio.
*Reals, Will H.	P	Clifton Springs, N. Y.
Russell, Howard W.	S	Baltimore, Md.
Scott, John Henry	P	Bridgeport, Conn.
Seifert, Henry	S	New York City.
Seymour, Roy F.	P	Syracuse, N. Y.
Stafford, James Walker	S	Hamilton, Ont.
Thompson, Elmer Edwin	S	Boston, Mass.
*Traugott, Clarence J.	P	Rochester, N. Y.
Vose, Edwin Whitcomb	S	Winchester, Mass.
Ward, Walter John	P	Grand Rapids, Mich.
Wilber, Frank Blair	P	Scranton, Pa.

Thirty-seven Juniors

*Partial course.

Object

This School aims to equip young men for the offices of General Secretary, Physical Director, Educational Director and Director of Boys' Work in the Young Men's Christian Association. Christian young men desiring to fit themselves for the directorship of college and school gymnasiums are also admitted.

Policy

There are two conceptions of a technical school. One, that the instructors shall be men who, though devoting their chief energy to the work of their profession, are willing to take part of their time to meet students and direct their study. This method of imparting instruction was formerly almost universal. It has been as generally abandoned. In the trades, it was called the apprentice system. Young men were bound out to master workmen of varying degrees of ability, who taught them simply to do as their fathers had done. This has been succeeded in Europe, and more recently in America, by the trades schools and industrial institutes, which not only teach better, but are constantly leading in improved methods of work. In the professions the development has been almost parallel. Formerly a student of law, medicine, or divinity was placed under the charge of a member of the profession he was seeking to enter. The lawyer directed the reading of the law student, took him to court, and otherwise guided his work. But this method of professional preparation has been abandoned in Europe, and is fast passing here. It has been found that preparation for a life work is of such vital moment that it cannot be left to the casual hours of men who give their chief thought and energy elsewhere.

But more important than this, the most successful schools are those which devote the greatest care to fundamental studies and principles, and only give actual work sufficient to illustrate these principles and secure the necessary skill. A man will have opportunity to gain experience all his life, but he is not likely to master the principles of his calling after entering upon it. Actual experience gives precedents, rather



SENIOR CLASS 1902.

than guiding principles. This higher conception of a technical institution is an historical development.

The Training School is built upon such a conception, and its history has already shown the wisdom of this policy. The leadership of the School in physical training and in work among boys, and its contributions to Association literature and methods, have given it a prominent place. In its early days, the trustees were compelled to employ men who gave only part of their time to teaching. It has greatly increased the efficiency of the School to have a faculty of specialists who devote their whole endeavor to its interests. Much of the original investigation done at the School appears in its publication, "The Association Seminar."

The technical and professional schools to-day aim, also, both to train men and to advance the particular calling of which they are a part. This School has always recognized its obligations to further the interests of the Young Men's Christian Associations by an original study of the problems presented by work among young men and boys. This is a rich field for research and investigation. There is scarcely one of the technical subjects of the curriculum but has been largely produced by the instructor.

Course of Study

The course of study as at first arranged covered two years. During 1895 this was extended to cover three years. This course aims to accomplish two things: First, to equip every student who comes to the school to be a leader in religious work for boys or young men; second, to give him a technical knowledge of the work he expects to undertake in the Young Men's Christian Association.

The institution stands for the most thorough specialization accompanied with a generous liberal training. It would fit the student for something definite and at the same time give him some view of the broader fields of human culture. It seeks both culture and power. In planning for the special studies for the various offices of the Young Men's Christian Association, the trustees have held the conviction that the aim of the institution should be to inculcate general principles rather than precedents or rules; for example, the School aims

to make men masters of the contents of the Scriptures rather than to give two or three courses which might be reproduced in an Association. It aims to make men who can produce their own Bible courses.

It is remarkable in the technical courses how far the curriculum has gone beyond simply the study of methods, which was at first contemplated. Methods have not only held their place, but cover a far larger sphere than at first. The course has also advanced to study principles as already described, and in recent years has undertaken a scientific study of boys and young men—their habits, aptitudes, temptations, economic standing and religious life. In sociology extended studies have been made among the young men and boys of Springfield regarding their economic and religious life.

Since its inception, this institution has stood for what might be called the modern humanities. It has recognized the threefold nature of man—body, mind and spirit. This conception furnishes a philosophy for its curriculum. It is a guiding principle which gives unity and symmetry to its work. The four liberal studies pursued are history, social economics, English, and the study of the human mind. These are the liveliest subjects in the academic world to-day.

This School has also stood for a high type of manliness in athletics. It has been an earnest advocate of clean sport and gentlemanliness on the athletic field and on the gymnasium floor.

Equipment

The institution has been provided with a property admirably adapted to its purpose located on the shores of Massasoit Lake. Its grounds, fifteen minutes' ride from the Springfield Association, cover thirty acres of land, which together with the buildings is valued at \$125,000.

The dormitory building, which at present is used also for recitations, library, and offices, is an attractive four-story brick structure, overlooking the lake. The first floor contains the lecture hall, the parlor, known as the "Jubilee Room," the reading room, library and offices.

The three upper floors contain two class rooms, sleeping rooms for sixty-four students, and on the fourth floor a dining hall and kitchen. Each floor is provided with lavatories and



ATHLETIC FIELD FLOODED FOR ICE HOCKEY.

baths. In the basement there is provision for chemical, physical and physiological laboratories, a bicycle room and store room, besides the furnace and engine rooms.

The School possesses a model gymnasium for physical training, with a floor 48 x 74 feet, free from posts, having the usual apparatus, and in addition, Swedish boms, hand ball court, class climbing ropes, seven needle baths with hot and cold water, lockers 18 x 18 x 48 inches with combination locks, class rooms and examining rooms.

The athletic grounds cover six acres, with ball field, quarter-mile running and bicycle track, tennis courts, etc.

The School has the use of Massasoit Lake for aquatics,



SCHOOL QUARTET FOR THREE YEARS.

and possesses a fine fleet of boats, which are admirably adapted for this purpose.

Through the efforts of the students and the generous gift of Mr. Frank Beebe, of Holyoke, a beautiful boat-house was erected last fall on the borders of Massasoit Lake. This will add much to the value of the work in aquatics.

The churches of Springfield gladly welcome the services of the students in Bible teaching and in various forms of Christian work. Through the Massachusetts State Committee, opportunities are given to take part in deputation days. The New England Secretaries' Conference meets annually at the School, and frequent opportunities occur for attending state



FOOTBALL TEAM.

conventions. The proximity of New York City with its varied phases of work for young men—international, state and local—furnishes an opportunity to see all forms of Association work in operation.

Laboratories

The School possesses three laboratories: the oldest a laboratory for the study of physics and chemistry, gives special attention to the study of the chemistry of digestion and the mechanics of the body. Recently two laboratories have been established in the physical course; the physiological laboratory, for the study of the physiology of exercise,



HOLYOKE BUILDING.

is equipped with ergographs, sphygmographs, sphygmomanometers, pneumographs, etc. Some progress has been made in the study of blood pressure and the effects of fatigue. The histological laboratory for microscopy is equipped with microscopes and a solar projection apparatus. This enables the student to understand the intimate structure of the body far better and more easily than in any other way.

Libraries

The library has become one of the most important features of the life of the School. No other department of the institu-

tion has increased more rapidly during the past five years. More than 4,600 volumes are contained in the School library and nearly an equal number of pamphlets and magazines bearing upon the general subjects taught in the institution.

The School is the custodian of the Bowne Historical Library, which is the largest collection in existence of books, pamphlets, and manuscripts bearing especially upon work for young men and boys. It contains some 40,000 publications. This furnishes to both students and faculty sources for extended original study of work for young men and boys.

The institution also possesses the Gulick Collection of works on physical training. The reference library is open to



SPRINGFIELD BUILDING.

the students at all times, and the lending section from 9 A. M. to 6 P. M. The reading room, always open, has on file two dailies, fifteen weeklies, fifty-three monthlies, and three quarterlies.

The Springfield Public Library of 125,000 volumes, now ranking the eighth among the great circulating libraries of the country, is at the service of the students without expense.

Location

The School is located in the Connecticut Valley in one of the most beautiful of American cities, in close touch with some of the leading educational institutions of the new world.

The summer conferences at Northfield are within easy reach to students, and furnish a great opportunity for spiritual inspiration. The School stands for the most thorough practical as well as theoretical training. The opportunities for participating in the various phases of work for young men and boys are abundant. Springfield is a city of 62,000 inhabitants, and is well equipped "Associationally." The Central Building, at State and Dwight streets, is the \$135,000 home of the Central Branch. This has 800 members and furnishes abundant opportunity to study a modern plant doing a widely extended work along all lines for the city young man. The



WESTFIELD BUILDING.

boys' department has 200 members. The Sunday afternoon meetings for men and boys command large audiences. Educational work and Bible study departments are also well sustained. The Springfield Railroad Branch, the second oldest in New England, occupies a fine suite of rooms equipped with parlors, reading rooms, social rooms, bathing facilities and dormitory. Here a thoroughly aggressive work for the one thousand men employed on the three railroads centering in Springfield is maintained. At the Round House in Merrick, on the West side of the Connecticut River, is the third branch of the Springfield Association. This is the oldest railroad

work in New England, and conducts its work in the midst of the homes of railway employees, of which there are more than one thousand living adjacent to the present limited quarters. Committees of management administer the details of each branch, while the Board of Directors determine the general policy of the work, provide for the financial needs, and look after property interests. The total membership of branches, auxiliaries, sustaining members, etc., exceeds 1,600. At the School a Student Association has been organized as a branch of the Springfield Association. An extensive work is carried on among boys by the students. Much is also done in connection with the Associations and boys' clubs of the neighboring cities.

The Holyoke Association has one of the finest buildings and gymnasiums in Western Massachusetts, and has a membership of nearly 700. It has maintained for several years a very large men's Sunday meeting. Over fifty men are serving on its various committees. Efficient work is carried on in the junior department, while it is the first to introduce the home study idea in its educational department.

The Westfield Association was founded in 1888 and incorporated in 1891. It has a membership of 207. A new building has recently been erected on one of the most prominent lots on Main street, at a cost of \$35,000.

SECRETARIAL COURSE.

JUNIOR	FALL	Training Class 1	Christian History 5	Physiol'gy 5	English 5		Gymnas'm Field 10
	WINTER	"	"	"	"		"
	SPRING	"	"	"	"	Hygiene	"
MIDDLE	FALL	"	Old Test. 5	Associat'n History Ethics 3 2	Psychol'gy 5	Hist. of Ph Tr'ning 2	"
	WINTER	"	"	"	"	"	"
	SPRING	"	"	"	"	"	"
SENIOR	FALL	"	New Test. 5	Economics 5	Ass'n Methods 4	Seminar Literature Problems Theses	Field W'rk in Sociology 1
	WINTER	"	"	Sociology 5	"	"	"
	SPRING	"	"	"	"	"	Physical Departm't Methods 5

PHYSICAL COURSE

JUNIOR	FALL	Training Class 1	Christian History 5	English 2 Chem. and Physics 3	Anatomy 4		Gymnas'm Field 10
	WINTER	"	"	"	"		"
	SPRING	"	"	"	"	Hygiene	"
MIDDLE	FALL	"	Ass'n Hist. 3 P. Tr. Hist. 2	Old Test. 5	Psychol'gy 5	Physiol'gy 5	"
	WINTER	"	"	"	"	"	"
	SPRING	"	"	"	Genetic Psychol'gy 5	"	"
SENIOR	FALL	"	Ph. Exam Ant'r'p'y. Ph. Diag. 5	Phy. of Ex. 5 New Test. 5	Phil. of Ph. Training 2 Lectures 6 Research	Seminar Ph. Train'g Theses	"
	WINTER	"	Anthro-pometry 5	New Test. 5	"	"	"
	SPRING	"	Pres. of Ex. Massage 5	"	Ph. Dept. Methods 5	"	"

The Curriculum

The curriculum falls into two divisions: I. The General Course, embracing studies which underlie the work of an Association officer, and which are pursued by all students. This course aims to study principles and also to study the habits, characteristics, and lives of young men and boys. II. The Technical Courses, which give the knowledge and training for the particular department of work which the student expects to enter. These courses prepare for the general secretaryship, the physical directorship of Young Men's Christian Associations and schools, the educational directorship, and the boy's secretaryship.

I. General Course

This course, which forms the foundation of the curriculum, seeks to fit students to be leaders in spiritual work. It seeks to train each student to lead young men to Jesus Christ, and to teach the Bible. It aims to acquaint him with the Young Men's Christian Association and its field. It also seeks to broaden his intellectual horizon, to promote mental discipline, and to familiarize him with the problems which a leader in Christian work will meet in practical life. It falls into five divisions: 1. Biblical Course. 2. Historical Course. 3. Psychology. 4. Course in English and English Literature. 5. Conventions and Lectures. 6. Graduate Course.

1. Biblical Course

(1) *The Bible*. (Dr. Ballantine, Middle and Senior years, five hours per week.) An essential of spiritual leadership is a knowledge of the Scriptures. This is fundamental in the preparation for any position in the Association. It is the aim of the institution that every student who enters its ranks shall gain a knowledge of the Bible, and it is believed that the course here offered will prove attractive, not only to men who are preparing, but to men already in the service who may desire a course of special Bible study. Two years are devoted to a study of the text, one being given to the Old Testament and one to the New Testament. The student is expected to read each book in accordance with the directions of the instructor, to recite upon its facts and ideas in the class room, and to take notes of familiar lectures upon it. There are no formal lectures upon Biblical introduction and theology, but the topics commonly treated under those heads are incidentally brought to the student's attention while he is engaged upon the several books inductively. By the method used, the student gains from his own investigations a direct and comprehensive knowledge of each book in the Bible and of each Testament as a whole.

The main outlines of the progress of Hebrew civilization and history, and of divine revelation, are fixed in his mind. He attains a knowledge not of proof texts, but of connected series of events and inspired arguments, and chains of thought. In the unity of a total impression, the strength of every part is assured.

In this way not only are the contents of the Scriptures mastered, but the mind is trained in the preparation of gospel addresses, etc., and the inner spiritual life is quickened through the truth. It will be readily seen that this course does not aim to give courses that can be reproduced in the local Associations, but to give a comprehensive study of the entire body of the Scriptures, which will enable the student to lay out courses himself as may be necessary and equip him to be a teacher of the Bible. The attention of students desiring to fit themselves for instructors in the English Bible in colleges and schools is called to this course. It is believed to be unsurpassed in the thorough mastery it gives of the contents of the Scriptures.

(2) *The Training Classes and Methods of Christian Work.* (Dr. Doggett, Junior and Senior years, one hour per week. Dr. Seerley, Middle year, one hour per week.) These classes have an intimate relation to the practical Christian work of the students during their entire course. The Junior year is devoted to the study of methods for dealing with individuals. The great questions of regeneration and the use of the Bible with the unsaved form the subject matter of this study. During the Middle year, the class studies the interviews of Jesus. This course accompanies the study of pedagogy, and is a study of the laws of mind as used by Jesus in his dealing with men. In the Senior year this hour is devoted to the study of the use of the Bible in public. Attention is given to the preparation of gospel addresses, Bible studies and the best methods of teaching Bible classes.

2. Historical Course

(1) *The History of Christianity and Christian Civilization.* (Mr. Burr, Junior year, five hours per week.) It is the aim of this course to familiarize the student with the great movements in the development of Christianity and Christian civilization. The first term is devoted to the study of the early and medieval Christianity, the second term to the Reformation and the Protestant movement in Europe, and the third term to the movement in America and the history of missions.

The work is carried on by lectures, carefully prepared courses of reading, and text books for special periods and topics. Special emphasis is laid on the courses of reading and topical study, so that the student becomes familiar with the masterpieces of historical literature. Recent additions to the department of history in the School library facilitates the work of this department.

Students are expected to own "The History of the Christian Church," by Professor Fisher.

(2) *Association History.* (Dr. Doggett, Middle year, three hours per week.) The aim of this course is to acquaint all students with the history and development of this great movement. Careful attention is given to the

forces in the church, and the conditions of social life which made such a movement necessary. The Association is studied, not as a local or national, but as a world-wide endeavor. In the first period, 1844 to 1855, especial attention is given to the London work and its formative influence. In the second period, 1855 to 1878, recognition of the leadership of the American work requires especial attention to the movement on this continent. In the third period, 1878 to 1901, more attention is given to the spread of the movement throughout the world. This course studies the development of the Association, its organization and polity, and the fixed principles which govern its operation and its relation to the church.

3. Psychology

(Dr. Seerley, Middle year, three terms, five hours per week.) This course occupies a full year, and is taken by all Middlers. The human mind is complex, and the aim is to study it from many view points, keeping constantly in mind the work for which the student is preparing.

(1) *Physiological Psychology*. The course opens with a study of the nervous system. The brains of animals are dissected so the student may become acquainted with every part, and also demonstrate their relations. Sections of the entire human brain are available which have proven very helpful in studying the gross structure. The microscopes and micro-projection apparatus enable the student to study the minute structure of every part as revealed in the many variously prepared and stained microscopic slides of the central nervous system. This is followed by a study of the special senses, their rise and development, their structure, their function, and their localized culture in the central nervous system. A large number of laboratory experiments fixes the range of each special sense as well as calls attention to the many illusions which are liable to occur. The modern theory of localization of brain centres receives careful attention, with the latest applications.

(2) *Genetic Psychology*. A course in the psychology of the child with special reference to the laws of mental development. The seminary method is largely used, and each student is assigned special work which is later presented to the class. This gives him the practice of searching for information from original sources, and teaches him the method of presenting scientific data. The distribution of the subjects is largely governed by the line of work for which each man is being prepared. If he is to become a boys' secretary, such topics are assigned as will make him best acquainted with boy life. This is also true of students who are to become physical directors and general secretaries.

The human instincts receive careful attention under this head. A few are named to show the value of the work, but not to indicate the scope of it. Each is studied as to genesis in the animal world, relation to the struggle for existence, modifications as the scale of life is ascended, value in the development of manhood if properly used, and danger if improperly developed or left undeveloped: fear, the fighting instinct, anger, plays, hunting, the gang instinct, sex instinct, hero worship, imitation, the parental instinct, and others.

Under the head of the sex instinct, the subject of "personal purity" from the psychological standpoint is carefully considered, and each student learns to present this subject to an audience of men or boys, as well as how to deal with the individual who has become addicted to unfortunate habits.

Heredity and degeneracy are also given an important place in this study. Attention is given to the introduction of disease, the use of alcoholic stimulants, the lack of proper food, etc., with their effects upon the child. An attempt is made to trace the dominating characteristics of the boy life during different periods of his development, so that treatment of him may be intelligent and helpful at all times.

(3) *General Psychology*. Under this head are studied consciousness and the self; attention and habit; the intellect, including sensation, perception, conception, apperception, and such complex mental processes as memory, imagination, judgment, thought and reasoning; the sensibilities, including the emotions, the affections and the desires, and volition or the will.

(4) *Psychic Phenomena*. Under this head are treated suggestion, sleep, hypnosis, alterations of personality, dreams, hallucinations and illusions, and as far as possible are discovered the laws underlying the different systems of "faith cure."

(5) *Pedagogy*. Applied psychology, a study of the mind in operation. This course does not attempt a history of education, but every man who is going into Christian work ought to know the laws governing the acquisition, assimilation, and reproduction of knowledge, and an endeavor is made to discover these. A knowledge of these laws will enable the secretary to decide *what kind* of material ought to be presented to the mind during any period of life, the *method* of presentation to insure assimilation, and the *help* necessary to develop in his student the art of expression. This will apply to advertising, membership work, the financial canvass, reception committee work, personal work, Bible teaching, educational classes, and gymnastic or athletic instruction.

4. Course in English

(Mrs. Doggett, Junior year, five hours per week.) The ability to use the English language is of the utmost importance. Few men achieve such excellence in English but that they covet the opportunity for further study. Throughout the course students are required to present papers and essays in different branches, which are revised and criticised by instructors. In the Junior year, three hours weekly is given to the study of English and models of English literature, and two hours weekly to composition.

Particular attention is given to public speaking in connection with the Literary Societies. These Societies meet weekly through the year.

5. Conventions and Lectures

(1) *Conventions*. The School aims, through conventions and conferences, to bring the students into touch with the current affairs of the

Association. The state conventions of Massachusetts and Connecticut are frequently attended by the entire School, and opportunity often arises for students to attend the New York state convention. In June, 1901, the entire body of the students had the opportunity of attending the Jubilee Convention at Boston.

During March the New England Secretaries' Conference holds its session for three days at the School dormitory. This conference brings together the employed officers of the six New England states. The visitors lodge in the dormitory and are the guests of the students. This gathering furnishes an excellent opportunity to come in touch with present-day Association affairs.

(2) *Lectures.* One of the most helpful means of bringing the students into touch with the active work of the Association is found in the lectures which from time to time are given by Association leaders and others. Since the issuing of the last catalogue, the following among others have been delivered: Rev. Rockwell H. Potter, "The Ideals of the Young Men's Christian Association"; Dr. T. M. Balliet, "Specialization and Special Training"; Mr. Fred B. Smith, "Conditions of Power in Christian Service"; Mr. A. H. Godard, "The Finances of a Local Association"; Dr. J. W. Seaver, "Physical Training in American Colleges"; Mr. Frank Mahan, "Work for Young Men in the South"; Mr. Edmund W. Booth, "Qualifications for Christian Work"; Dr. Lyman B. Sperry, "Observations on the Secretaryship"; Mr. A. G. Spalding, "The Development of Athletics in America"; Rev. W. S. Richardson, "Work for Young Men Outside the Young Men's Christian Association"; Mr. Silas H. Paine, "The Use of Hymns"; Mr. Charles Fermaud, Geneva, "The Young Men of Europe"; Mr. Walter H. Mills, London, "The Young Men of Great Britain"; Mr. John H. Putterill, London, "The Work of the Parent Association"; Mr. Paul Theis, Paris, "The Paris Association"; Mr. W. H. Chapin, "Facts Fundamental to Intelligent Boys' Work"; Mr. Lory Prentiss, "Physical Training in the Preparatory Schools"; Mr. W. L. Coop, "Playground Apparatus—Its Development, Construction and Use"; Dr. C. E. Ehinger, "Physical Training in the Normal and Public Schools."

6. Graduate Course

Graduates of the School, or those having done equivalent work elsewhere, will be allowed to pursue advanced work under one of the instructors. The course must be laid out at the beginning of the year and approved by the president. It will involve a major theme with minor allied courses. The aim shall be in each case to do work of an original character. This work shall be embodied in a thesis, two copies of which, bound in cloth, must be presented to the School. By vote of the faculty, students completing this course will be recommended to the trustees for a diploma. One student in the Bible department and three in the physical department have taken this course.

II. Technical Courses

During the Junior year students pursue chiefly the general course, but from that time on, while a part of the time of each day is occupied with the general course, an increasing proportion of the student's time is put into special technical study in the departments to which he intends to devote his life. These courses have been worked out with great care and are adapted from year to year to the growing demand of the Young Men's Christian Association.

I. The Secretarial Course

This course is the result of over sixteen years of experience and testing. It is adapted to teach the student both the science and the art of the secretaryship. Much of its success depends upon the personnel of its faculty, but the outline is suggestive.

Students wishing to prepare for the secretaryship of railroad Associations will follow this course, and will be assigned work bearing particularly upon the department to which they are to devote their lives. The two railroad Associations of Springfield and the School library furnish an opportunity for this purpose.

PHYSIOLOGY

This course is arranged in recognition of the unity of man's threefold nature, with the conviction that the religion of Jesus Christ is adapted to redeem man in his entirety—body, mind and spirit.

(Dr. Seerley, Junior year, five hours per week.) This study begins with a course of lectures, calculated to show man's place in the universe, including the unorganized and organized world, and to put him into relation with these.

A study of the body is then begun with the most simple analysis into trunk, limbs, head, and all that can be readily observed.

This naturally leads to the study of the mechanics of the body. Then, by means of dissection of animals in the laboratory, the different systems making up the body (muscular, osseous, nervous, etc.,) and organs associated in forming the apparatuses (circulatory, digestive, respiratory, reproductive, etc.,) are discovered.

The student then picks out the muscles and names them, assisted by charts, demonstrations and experiments; the bones, naming and classifying them, aided by the skeleton. Bone, muscle, nerve, etc., are then studied as regards function, structure and relations.

In the same way every organ composing the several apparatuses is minutely studied till a complete analysis results.

The student then collects and combines all the physiological properties possessed by all the tissues, and discovers that the original cell, from which developed this complex structure by the process of differentiation, possessed all these powers.

A study of the growth and development of the body then naturally follows. Careful study is then given to the external and internal condi-

tions which tend to promote health in this complex structure, as well as the best thing to do in case an injury should occur to any part of it.

THE YOUNG MEN'S CHRISTIAN ASSOCIATION

(Mr. Bowne, Senior year, four hours per week.)

(1) *The Field and its Limits.* The work, why needed. A definite work by and for young men. The aim distinctively religious. Relation to the church. Relation to other religious societies.

(2) *The Organization.* When and how to organize. The constitution. Branches and sub-organizations. The directors and officers.

(3) *The Membership.* Classes. How to secure members. The membership committee. How to retain members. Development of active members. The associate membership and its relations.

(4) *The General Secretary.* His relation to churches and pastors, to officers, directors and committees, to other employees, to the business community, to his fellow secretaries. Accepting a call. Beginning work. Correspondence. System. Statistics. Studying human nature. Dress. Conversation. Economy. Health. Growth—spiritually, intellectually and socially. Securing and training employed officers—demand and supply, methods of training.

(5) *The Association Home.* Advantages of owning a building, location, arrangement, construction, equipment. The care of the home—repairs and safety, order and cleanliness. How to get a building—preparatory work, the canvass, cautions. The building movement—its beginning and growth.

(6) *The Business Management.* Current finances—the annual budget, income, solicitation, collection, and disbursement, financial booking. Real estate and endowment funds—incorporation, trustees, endowment, debt, taxes, insurance, leases. Records and advertising—recording statistics, anniversaries, parlor conferences, printed matter, the bulletin, annual reports.

(7) *The Religious Department.* The Bible in Association Work: Individual study—objects, methods and helps; class study—a Bible class indispensable, relation of the general secretary, beginners' advanced and training classes, true place and appliances, the teacher, the class, the topics, preparing the lesson, teaching the lesson. Practical work with the unconverted—personal work, the evangelistic Bible class, the Bible in the evangelistic meeting, Bible readings. Religious meetings, etc.—the evangelistic meeting, other meetings at the rooms; meetings outside the rooms—in boarding houses, in public institutions; sermons to young men; distribution of religious reading matter; the invitation committee.

(8) *The Educational Department.* The reading room—furniture, supervision, papers and periodicals. The library—its importance and place in the Association, how to develop, apartments and furniture, management, selecting and buying books, classification, cataloguing, shelf listing, binding and repairing, advertising, registration and charging, reference books, courses of reading, aids to readers. Educational classes—the need, branches taught, adaptation, thoroughness, frequency of sessions, instructors' class rooms, examinations. Literary societies, etc.—value, various

forms of organization and work, how supervised. Lectures and talks—the use and abuse of lectures, home talent, practical talks. The educational director—qualifications, work and relationships.

(9) *The Physical Department.* Aim of the department—health, education, recreation. Conditions under which a physical department should be organized. Scientific equipment and methods—examinations, statistics, prescription of exercise. Practical equipment and methods—location and arrangement of gymnasium, bath and dressing rooms, outfit, methods. Outdoor work. The physical director. The department committee.

Note. For extensions of the theory and practice of physical work, see pages 41 and 42.

(10) *The Social Department.* The reception committee. The social rooms. Social entertainments.

(11) *The Department of Information and Relief.* Boarding houses. Employment bureau. Savings bureau. Benefit fund. Visiting the sick. Destitute young men.

(12) *The Boys' Department.* Necessity, aim and benefit. Organization and relationships. Different classes of boys. Supervision. Methods and agencies—religious, educational, physical and social.

(13) *The Work among Special Classes of Men.* College students—history, organization, methods, outgrowths. Railroad men—history, aim and benefits, organizations and finance, rooms and methods. Commercial travelers—the field, work and agencies. Other nationalities and races—the field, the German work, the colored work, etc. Miscellaneous classes—soldiers and sailors, mutes, lumbermen, firemen, street car employees, etc.

(14) *Women's Work for Young Men.* Organization and methods.

(15) *State and Provincial Work.* The state committee. Finances. The state secretary. The state convention—preparatory work by the state committee, preparatory work by the local Association, at the convention. The district work—the committee, conferences, intervisitation, corresponding members. The relation of the local Association and secretary to the general work of supervision and extension.

(16) *The American International Work.* History and organization. The field. The work—supervision and extension, correspondence, publication, securing and training employed officers, aid to building enterprises, aid in securing funds, aid to state and other conventions, help in disaster. Secretaries of the committee. International finances. International conventions. Day and week of prayer. Work among young men in foreign lands—policy, relationships, methods.

(17) *The World's Alliance.* History, organization and work. Text Book: "Handbook of the History, Organization and Methods of Work of Young Men's Christian Associations." This book was prepared primarily for the use of this School.

SEMINARY WORK

(Senior year.) The object of this course is to study the habits and lives of young men, to study at first hand the documentary sources of the Young Men's Christian Association, and to learn the art of original inves-

tigation. Much of the success of the Young Men's Christian Association of the future will depend upon a scientific study of the habits and lives and characteristics of young men and boys. We need to know what young men are thinking about, how much money they earn, how they earn it and how they spend it, how they spend their leisure time, what is their social life, what is their religious life, how it should find expression, the temptations of young men and boys and how to meet them. A rich unworked field is presented to the student in the many undeveloped themes in Association history and by its unsolved problems.

During the Middle year students in the secretarial and educational courses study themes akin to their departments. In the Senior year a thesis is prepared upon a theme agreed upon between the student and one of the instructors. Students are allowed to prepare a thesis with any of the instructors in the School. The thesis will be examined by a committee of the faculty consisting of Mr. H. M. Burr, Dr. J. H. McCurdy, and Dr. L. L. Doggett. The secretarial seminar will be held one evening each month. At this seminar each student will be expected to present his thesis for criticism and discussion. Leading Association workers are also invited from time to time to address these gatherings. The appointments for the School year 1901-1902 are as follows:

A. H. Godard, general secretary, New Britain, Conn. Subject, "The Finances of a Local Association."

H. M. Burr, instructor at Training School, "The Social Function of the Saloon."

W. H. Chapin, assistant state secretary of New York, "Facts Fundamental to Intelligent Boys' Work."

S. B. Wilson, '02, "The History of the Young Men's Christian Association in Canada."

A. Almeida, '02, "The Young Men's Christian Association in South America."

E. K. Allen, '02, "The Religious Life of Boys."

R. J. Craig, '02, "A Study of the Relation of the Liquor Traffic to the Young Men of Today."

J. G. Schroeder, '02, "Economic Features in Association Work."

K. Robbie, '02, "Boy Wage Earners."

Students in the seminar are expected to devote one hour daily during the Senior year to research. The historical and physical libraries available to students make this work of great value. For the first six weeks of the fall term Dr. Doggett will meet all Seniors once a week for a two-hour session to study methods of original investigation.

SOCIOLOGY

(Mr. Burr, Senior year, two terms, five hours per week.) The aim of this course is to familiarize the student with the most serious economic and social problems which he will meet in his work, and the fundamental economic and social laws which must be recognized in all reform movements.

The first term will be devoted to economic instruction, and the study of social economic problems such as, "Social and Economic Inequality," "The Labor Problem," "Characteristics of Modern Industry and Commerce," "Industrial Combinations," "Industrial Control," "Individualism vs. Socialism," etc.

The second and third terms will be devoted to sociology proper, and to a study of the constitution of society, of social laws and forces, and social ideals. Especial emphasis is laid on the relation of the family to the social organism, and to the law of association.

Field Work in Sociology. Four hours a week during the first two terms of the senior year will be devoted to special study of the social and religious life of the young men of Springfield. The "Leisure Time of the Young Men" will be the special topic for this year. A careful investigation will be made of various recreative occupations. Each student will take a special line of investigation, the results of which will be preserved in permanent form.

ETHICS

(Mr. Burr, Senior year, one term, five hours per week.) "Moral Science," by Prof. Fairchild, will be used as a text book. The subject will be taken up from the standpoint of modern psychology.

PRACTICAL WORK

Unusual opportunities are offered for the practical work, and for getting an inside view of Association management. The Holyoke and Springfield Associations, with their beautiful buildings and large memberships, furnish every facility to see and participate in the various phases of Association activity. Through the Student Association, this service has been developed into a three years' graded course.

All are given practice in using the library, in preparing reports of committees, minutes of meetings, items for newspapers and bulletins, printers' copy and proof reading, and are expected to attend each year at least two Association conventions.

Delegations of students are assigned to conduct services for young men in neighboring towns and villages.

(1) *Senior Tour.* One of the most helpful experiences is a tour, covering ten days, of the Associations at Bridgeport, New Haven, Brooklyn, and New York City. This tour, taken under the direction of one of the faculty, gives an opportunity to study the actual workings of a large number of the Associations. It is quite different from a convention where Association topics are discussed. On this tour, by arrangements beforehand with the employed men of the Associations, from one-half hour to an hour's interview is held in the office in which the work is carried on. Last year some twenty different Associations and institutions were visited, and conferences were held with fifty different employed men on different phases of Association work. This included twelve directors of Association and college gymnasiums, twelve international and state secretaries, and twenty-six general secretaries of city Associations. The class was

enabled to see the physical work in the gymnasiums of Yale and Columbia Universities, also in the Knickerbocker Athletic Club. The students in the physical course also attended the conference of the American Association for the Advancement of Physical Education.

(2) *Physical Training.* Every secretary is given a thorough course in physical training, which continues through the first two years. A complete description of this course is given on pages 36 and 38.

2. Physical Course

(Drs. McCurdy and Hastings)

THEORY

Object. To furnish "normal Christian physical education" to those preparing to become directors of the physical work of the Young Men's Christian Associations, or of colleges.

The duties of a modern physical director demand that he shall be able to make an intelligent examination of the person who comes to him for advice; that he shall be able to wisely counsel with him in regard to food, clothing, sleep, work, exercise, and, in general, all those topics which are related to "living at one's best"; to put men into the condition of highest vitality and effectiveness in any line, is his first work. He must take into account the intimate relationships existing between body and mind, and must understand their mutual effects. He must know how to prescribe exercise for the diseased who are often sent to him by physicians. He must be able to make his gymnasium a place of real recreation as well as of body building.

To accomplish these various ends, he must know the body and its laws (anatomy, physiology and hygiene). He must have a detailed knowledge of the effects of exercise upon the body (physiology of exercise). He must know how to get men into the best condition for the performance of any physical effort (training). He must be acquainted with the fundamental relations existing between a man's reproductive system and his bodily, mental and spiritual states (personal purity). He should know what to do in case of accidents (first aid to the injured). He must be able to make an intelligent examination of the heart, lungs, and other organs (physical examination). He must know how to measure and test men, and how to study these measurements in groups (anthropometry). He must know how to prescribe exercise for those needing remedial gymnastics sent to him by physicians (prescription of exercise). He must have at his service the experience of those of the past (history, literature, philosophy of physical training). He must be perfectly familiar with all the work which he is to use or teach (gymnastics, athletics, aquatics, games, sports, etc.). He must be familiar with details of the management of the physical department of the institution with which he will probably be connected (physical department of a Young Men's Christian Association).

PRACTICE

(Drs. McCurdy and Hastings and Messrs. Cornell, Henckel, Hadcock, Reynolds, and Thompson.)

This course includes, in addition to instruction in the regular physical training branches, a carefully outlined course in normal teaching. The normal practice commences in the Junior year and is continued through the three years for students in the physical course, and through two years for secretarial students. This work is divided into two parts: first, that in the School itself; second, that in the surrounding Associations and clubs. The School normal practice is under the direct supervision of the instructors and occurs daily; for example, the Junior class in marching is divided into two squads with a teacher in the direction of each squad. This pedagogical practice occurs daily in addition to the course of lectures on gymnastic pedagogy. A recitation course in gymnastic nomenclature and athletic rules is given in connection with each year's floor and field work.

The normal practice outside the School divides itself into three heads: First, those who are physical directors or assistants. Eleven men are this year receiving this practice, and in addition are earning the whole or a part of their expenses. Second, those who are regular coaches in foot ball, basket ball and hockey. Six such positions have been filled this year. Third, thirteen men are regular teachers in boys' clubs. Three of these clubs have been organized by the students themselves. In addition to this, practice is given in officiating at games, such as foot ball, basket ball, etc.

The aim is to qualify students as *teachers* of gymnastics, athletics and aquatics. A minimum of time will thus be spent in practice of mere feats of strength or skill in any of these branches. Emphasis is placed on the enthusiastic pushing of those exercises which are of chief value to the average man in the Associations. Muscular strength and coördination are to be developed only so far as they increase vitality.

Every subject throughout the course is studied and practiced from the standpoint of its usefulness as a physical or moral agent in the peculiar conditions obtaining in the Young Men's Christian Associations. Class rather than individual work, accordingly, is emphasized, and the elements of recreation and moral discipline are striven for. The work done in the Associations is rapidly evolving. The aim is to fit the student for the new movement rather than for the old. The progression in gymnastics, athletics and aquatics will be as rapid as is consistent with thoroughness.

The fall course in athletics consists of events which can be done on any level field with little expense for the preparation of the grounds. It is believed many Associations refrain from taking up athletics because they do not know of the excellent sports which require little apparatus.

This course includes field evolution with calisthenics, hare and hound chases, cross country runs, foot ball, minton and lawn hockey.

The spring athletic course takes up track and field events. Each student is taught the standard events and the best methods of coaching for each.

The track events which are emphasized are the 100-yard dash, 220, 440, 880, the mile run and hurdling. The field events are pole vaulting, high jumping, broad jumping, shot putting, and hammer throwing. Instruction is given during the spring in base ball and golf.

Physical instruction indoors progresses along the following lines: Class evolutions, calisthenics, games, apparatus exercises, and indoor athletics.

In class evolutions, the marching system by Dr. A. T. Halsted forms the basis for work.

Calisthenics are taught, first, by giving the principal positions derived from the fundamental standing position and, second, by standard drills with the dumb-bells, wands, bar bells, and Indian clubs.

In games, basket ball and volley ball receive due attention; also such gymnastic games as circle ball, three-deep, hand wrestling, Indian wrestling, etc.

In apparatus exercises, instruction is given on the horizontal bar, parallel bars, German horse, Swedish bom, traveling rings, and pulley weights.

Location. There is no part of the country where athletics are more fostered, where the college athletic teams are better trained, or where the local Young Men's Christian Associations are more vigorous in their physical work than in New England.

The students visit the majority of the following named first-class gymnasiums during their course: The *Association Gymnasiums* at Worcester, Boston, Cambridge, Holyoke, Hartford, New York,—23d Street, Harlem, Brooklyn. *College Gymnasiums*—Harvard, Amherst, Yale, Columbia. *Athletic Clubs*—Boston Athletic Club, New York Athletic Club. *Normal Schools of Gymnastics*—Boston Normal, Harvard, New Haven Normal School.

Nowhere else in the country could this valuable experience be gained with so little expenditure of time and money.

The fine building and gymnasium of the local Association afford illustration of a model work.

The location of the School upon Massasoit Lake furnishes an excellent opportunity for training in aquatics. The School possesses a good fleet of boats for this purpose.

Junior Year

THEORY

(1) *Physics.* (Mr. Berry, one term, three hours per week.) The work in physics is conducted as far as possible upon laboratory methods, the object of the course being:—

To cultivate correct habits of thought and observation and to develop the true scientific spirit.

To form a groundwork for the understanding of and research in subsequent studies—bodily mechanics, physiology of exercise, etc.

The course consists of lectures, recitations and experiments, and includes mechanics, dynamics, and molecular physics, considering the most

important phenomena of matter—solid, liquid, gaseous—force, heat, magnetism and electricity. The text book used is Wentworth and Hill's A Text Book of Physics.

(2) *Chemistry*. (Mr. Berry, two terms, two hours per week.) Instruction in chemistry includes theory and practice. A large share of the work consists in laboratory exercises, intended to develop skill in use of apparatus, to give a practical working knowledge of representative elements and their compounds, an insight into the nature of chemical phenomena; and especially the power to learn of nature by observation and experiment. The course is divided into two parts:—

(a) General inorganic chemistry, which treats mainly of such elements as are essential to the understanding of (b).

(b) Organic chemistry, which consists of a series of illustrative experiments, based upon the course in Harvard Medical School, and endeavors to give to the student a knowledge of the chemistry of foods, digestion, growth, metabolism, respiration, etc. The text book used is Long's General Chemistry.

(3) *Anatomy*. (Dr. Seerley, three terms, four hours per week.) Gross anatomy of the body and its parts. The body as a machine. This includes a study of the bones, articulations, muscles, muscle insertions, leverage, and of the combined action of muscles and mechanism of bodily movements, with special application to the movements of the fluids of the body, *e. g.*, blood and lymph. Demonstration on individuals, of muscular origin, insertion and action with reference to erect carriage of the body. Microscopic anatomy of the organs of the body. Histology—a study of the microscopic structure of every part of the body. Based upon the fact that "function makes structure," the student secures a wide knowledge of the fundamental functions by knowing the fundamental structures. The student also makes sections for himself, thus becoming acquainted with the laboratory method of investigation.

PRACTICE

(Messrs. Henckel, Hadcock and Reynolds, three terms, two hours per day.) The Junior physical work is the same for all students.

(1) *Field*. Instruction is given in field athletics, standing broad and running high jumps, shot putting, pole vaulting, running, base ball (batting, base running, fielding, and team practice), foot ball (ball passing, instruction in different positions, falling on the ball, and team practice), minton, lawn hockey, and cross country running.

(2) *Gymnasium*. Instruction is given in plain marching, special attention being paid to the best formations for handling large classes. Maze running receives attention during this year. After a study of the typical gymnastic positions in calisthenic exercises, sample drills are taught with dumb-bells, heavy Indian clubs, pulley weights and elementary exercises on the heavy apparatus. Emphasis is laid on the hygienic work, which permits large classes to be handled effectively. Indoor athletics are taught during April.

(3) *Aquatics*. Swimming and diving are taught.

Middle Year

THEORY

(1) *Physiology*. (Dr. McCurdy, three terms, five hours per week.) Text Books: Foster, Text Book of Physiology; Stewart, Manual of Physiology with Practical Exercises. Collateral Reading: Schafer (editor), Text Book of Physiology.

The instruction consists of recitations, lectures and laboratory work. The view-point of the course is towards physiology of exercise, personal hygiene and general massage rather than medicine; for example, the lesson of the morning is on arterial pressure: the teacher, after questioning the class on the material for the day, strives to make clear the obscure points. This is followed by blood pressure tests of different members of the class during some types of exercise.

(2) *History of Physical Training*. (Dr. Hastings, three terms, two hours per week.) Each student in this course will select some subject, make a study of it during the year and write a short paper. Dr. Hastings will give the following lectures:—

(a) *Greek Period*. Ancient funeral games, their extent, range and significance. The funeral games over Patroclus; also other references to sport found in the Iliad and the Odyssey of Homer. The place of the athletic games as related to Greek history. Historical development of the Olympic games; their leading characteristics,—individual not group. The prize and honor system, and its effect upon the games. The rise and effect of professionalism. Greek ideas of exercise as related to health and education. Funeral games among the Romans, the rise of the Ludi Gladiatorii, and the gladiatorial combat. Place, influence, and the extent of the Roman games. The Roman baths. Physical training of the Roman army.

(b) *Medieval Period*. Estimate placed upon the body by the Latin Fathers of the church. The divorce between the natural and the spiritual. Early sports among the Germans as reported by Tacitus. The rise of chivalry. The knightly tournaments of the Middle Ages; their place, conduct and influence.

(c) *The Dawn of the Modern Period*. Mercurialis, his book "De arte Gymnastica," and the medieval physicians. Place, work, and influence on physical training of Mulcaster, Locke, Rabelais, Luther, Milton, Fuller, Clias.

The Emile—J. J. Rousseau. The influence of Rousseau on, and the relationships between, Basedow, Salzmann, Vieth, Guts Muths, Nachtegall, Jahn, Ling, Beck, Lieber. The influence and life of Guts Muths, Vieth and Nachtegall, Friedrich Ludwig Jahn.

(d) *The Modern Period*. The development and characteristics of the German Turners; their service in the Thirty Years' War. The organization and conduct of the Turnerbund. The present Turnerschaft, its extent, organization and conduct. H. P. Ling and the fundamental characteristics of the Swedish gymnastics. "The Day's Order" and the "Gymnastic Progression." Colonel Amoros, and the movement in France. The revival of interest. The new Olympic games. Baron Pierre de Coubertin.

Place and influence of Delsarte. Play among the Anglo-Saxons. Early sport in England. The development and influence of group games, as shown by foot ball. Athletics in the universities and preparatory schools of England. Early history of foot ball, cricket, golf, lawn tennis.

(e) *The American Movement.* The first interest in physical training, Capt. Partridge. The school at Round Hill, Harvard, Yale. The early manual training movement in schools. Life and influence of Dio Lewis. The new movement at Amherst, Harvard, Yale, Princeton, Mount Holyoke. The North American Gymnastic Union. Swedish gymnastics in America. Normal schools of physical training. The American Association for the Advancement of Physical Education. The leaders in physical training in America—Edward Hitchcock, D. A. Sargent, E. M. Hartwell, and others. The early physical training movement in the Associations. The early physical directors—Wm. Wood, Robert J. Roberts, Luther Gulick, and their influence. The Summer Schools and Physical Directors' Conferences. The Pentathlon. The Indoor Test. The Athletic League. The Training Schools. Physical training papers in English—Physical Education Review, Mind and Body, Gymnastic and Athletic Review, Physical Education, The Gymnasium. The Physical Department of the International Committee.

PRACTICE

(1) *Field.* (Dr. Hastings and Mr. Cornell, three terms, two hours per day.) Students are taught tennis, foot ball (punting, place, and drop kicking, tackling bag and team practice), and golf. Instruction is given in sprinting, middle distance running, hop, step and jump, broad and high jumping, pole vaulting, and hammer throwing.

(2) *Gymnasium.* The class continues the practice of marching begun in the Junior year, supplementing it with fancy marching. The wands, bar bells, and Indian clubs receive special attention. Intermediate exercises on the heavy apparatus consist of exercises adapted for leaders and classes in the intermediate grade. The athletic side of gymnastics is pushed, *i. e.*, those exercises which require strong legs and trunk rather than those which demand large arms and shoulders. Athletic instruction is given indoors during April in starting, high jumping, broad jumping, and pole vaulting.

Senior Year

THEORY

(1) *Physiology of Exercise.* (Dr. McCurdy, one term, one hour per day, or five hours per week.)

This course consists of lectures, laboratory work and recitations upon assigned subjects. The material for the lecture and recitation course is covered in part by the following books and periodicals: Lagrange, *The Physiology of Bodily Exercise*; Treves, *Physical Education*; Mosso, *Life of Man in the High Alps*; Kolb, *The Physiology of the Maximum of Sport*; *The Journal of Physiology* (English); *The American Journal of*

Physiology. The laboratory section is made possible by the gifts of alumni and friends. This course includes instruction in the technique of the sphymograph, sphymomanometer, pneumograph and ergograph. The major portion of the experimental work at present consists of studies of the effect of exercises of speed, strength, skill, and endurance on circulation, muscle and nerve. The instruments used are of the same pattern as the new ones recently introduced into the physiological laboratory of the Harvard Medical School. In addition to these, others have been constructed by the Training School mechanic. The effect of exercises of speed, strength, skill and endurance on heart rate, pulse characteristics, and arterial pressure are studied in detail. In the fatigue studies with the ergograph, three types of instruments are used: the weight ergograph, the spring ergograph (istotonic method), and the spring ergograph (isometric method). On the days of laboratory work, an additional hour of class attendance will be expected of the student.

(2) *Physical Training Seminar.* (Dr. McCurdy.) Once a month there will be held a seminar on advanced work in physical lines. At this time there will be presented original work done by the faculty, fellows, graduate students, and undergraduates, and occasionally by other specialists. The seminar will aim to keep informed of all newer lines of work, publications, experiments, and the like. It is for all students in the physical course.

Each Senior student will prepare a thesis upon some topic related to the course of study. This work must be done under the direct supervision and coöperation of one of the instructors.

The title of this thesis shall be engrossed upon his diploma, and ranked either as satisfactory, worthy of praise, worthy of high praise, or as worthy of the highest praise.

The two higher grades shall be given only for work that is original. The thesis must be completed before the spring term is begun.

The appointments for the School year 1901-1902 are as follows:—

Dr. Jay W. Seaver, director Yale University Gymnasium, "Physical Training in American Colleges."

Lory Prentiss, physical director Lawrenceville Preparatory School, N. J., "Physical Training in the Preparatory Schools."

W. L. Coop, Narragansett Machine Company, Providence, R. I., "Play-ground Apparatus—Its Development, Construction and Use." Illustrated by eighty slides.

Dr. C. E. Ehinger, physical director State Normal School of Pennsylvania, West Chester, "Physical Training in the Normal and Public Schools."

D. W. Pollard, '02, "Massage in Training."

George Henckel, '02, "Manual of Elementary Graded Apparatus Exercises."

F. I. Grobb, '02, "Life Habits of Boys."

J. E. Sullivan, '02, "Physical Exercise for Boys."

G. A. Cornell, '02, "Manual of Marching and Maze Running."

E. W. Berry, '02, "Bibliography of the History of Physical Training" (English); F. B. Wise, '02, "The Relation of Hygiene to Physical Training."

B. R. Hadcock, '02, "The Effects of Bathing on Blood Pressure."

(3) *Massage*. (Dr. Hastings, third term, five hours per week for seven weeks.) Text book, Kleen's Handbook of Massage, supplemented by lectures and demonstration.

(4) *Physical Examination, Measurements and Strength Tests*. (Dr. Hastings, first term, five hours per week, eight weeks.) Lectures and practice in taking measurements, strength tests, recording measurements, making graphical representation of development, etc.

(5) *Physical Diagnosis*. (Dr. Seerley.) Text book, Loomis. Study of the appearances, conditions, defects, and deformities likely to be met with in the examining room. Method of examining the heart, lungs, etc., to prepare the student to assume such responsibilities as may properly rest upon the physical director, and to protect those who may come under his charge against unwise exercise and habits of life.

(5) *Anthropometry*. (Dr. Hastings, first and second terms, five hours per week for fourteen weeks.) Origin of the science. Laws of human proportions. Statistical and diagnostic value of measurements. The use of anthropometric tables and the mathematical methods involved in making such tables. The average, mean, type, and ideal defined and discriminated. Laws of growth and the inter-relation of height, weight, lung capacity, and strength. Comparative value of strength tests. Military, college and public school anthropometry treated historically and practically through lectures, discussions, digests, and assigned readings. The whole process of the construction of anthropometric tables is demonstrated to the student, and in addition he spends two hours per week in the actual construction of such tables.

(7) *Prescription of Exercise*. (Dr. Hastings, third term, five hours per week for seven weeks.) The adaptation of various forms of exercise to the needs of the individual. Exercise as affecting:—

(a) *Form*. The thorax. Effect of prolapse of viscera. Methods for their restoration. Position of the shoulders, raising and lowering shoulders. Aetiology of unevenness. Shoulder blades flattening against the trunk. The building up of small parts. The reduction of fat. Spinal curvatures.

(b) *Vitality*. Special need of exercise during present civilization. Neurasthenia. Deficient nutritive ability. Relation of exercise to vitality. Exercise with reference to temperament. Large versus small dosage.

(c) *Disease*. Congestions; Hernia; Constipation; Cardiac weakness; Cardiac insufficiency; Partial paralysis; Indigestion. The writing out of prescriptions to suit special cases. Strength tests as a basis for prescription.

The object of the course is to enable the student to prescribe exercise intelligently. In so far as this laps over the field of medical practice in the treatment of disease, the aim is to enable the student to take the general

instructions of the physician, render them definite and carry them out effectively. The limitations of this treatment are carefully considered.

(8) *Philosophy of Exercise*. (Dr. Hastings, first and second terms, lectures two hours per week—six hours research.) During the year lectures will be given on the topics in the following list:—

The adoption of machinery as affecting the bodily development of the race. The progressive urbanization of civilized peoples. Urbanization as related to vitality. Specialization as affecting bodily vigor and development. The growth of school life as related to health and development. Devices of the day for increasing the amount of work an individual can do—the telephone, telegraph, stenography, mail service, steam, etc. The physical condition of the young men of the cities. Physical needs as related to stage of development. Conditions of the Association physical work. "Function makes structure" as applied to physical training. Development by inherent rather than by external power and conditions. Summary of the physiology of exercise. Muscular as related to psychical force. Exercise as related to the development of the motor elements of the brain. Neuromuscular fatigue. Volitional fatigue. Emotional fatigue. Exercise and brain hygiene. Muscular contraction as an element of thought. The plays of children and adolescents. The plays of adults. The plays of animals. The philosophy of play. Play as related to physical education. The place and limits of competition in physical training. The place and limits of specialization in physical training. Track and field sports in physical training. Athletic games in physical training. Heavy gymnastics in physical training. Calisthenics in physical training. The exercise of men in groups. The limitations of games, competition, athletic records, etc. Characteristics of a day's work in physical training. Physical work for boys. Summer camps for boys. The philosophy, place and limitations of medical gymnastics.

(9) *Organization of the Physical Department*. (Dr. Hastings, third term, five hours per week for six weeks.) During the spring term the following subjects will be considered:—

The Gymnasium. Construction. Equipment. Organization. Advertising teams, newspaper, prospectus, etc. Gymnastic pedagogy. Gymnastic and athletic technique.

The class studies the construction of the gymnasium, locker rooms, bath rooms, bowling alleys; also the construction and management of athletic grounds.

Under equipment they will study the most approved methods of fitting up the gymnasium and grounds for physical exercise.

Under organization, the physical department committee and its relation to the board of directors; sub-committees; leaders' corps; athletic committee; outing and Bible study committees.

Advertising the physical department.

(10) *Hygiene* (Dr. Hastings, third term)—natural, public and personal. The history of the subject in brief, including a survey of the hygienic conditions of the Hebrews, Greeks, Romans, and English. Physical education as a department of hygiene. Vitality and its problems; the

development of the vital functions—respiration, circulation, digestion, etc. Foods—sources, value, digestibility, etc. Stimulants and narcotics. Functions of the skin, bathing and clothing. Ventilation, heating, drainage and sanitary plumbing. Light and the eye. School hygiene. The point of view of the course is largely that of personal hygiene.

PRACTICE

(Dr. McCurdy, three terms, two hours per day.) The Senior work includes normal practice, gymnastic theory and construction in advanced gymnastics.

(1) *Normal Practice.* Normal practice consists in leading mass classes, in the outlining of exercises for different groups of people—boys, young men and business men, and in the managing of the School's public exercises, sports and games. The Wednesday evening public normal practice has an attendance of one to three hundred visitors. The direction of the entire physical practice for the evening devolves upon some member of the class. On the following day the program of the preceding day is reviewed, criticism is given of the matter presented and on the method of presentation, and the pedagogical errors of a technical nature are shown the pupil teacher.

(2) *Gymnastic Theory.* Text books: Ehler, *Gymnastic Nomenclature*; Fish, *Calisthenic Nomenclature*. This section will include a study of gymnastic nomenclature with practical demonstration by the class. The construction of series of exercises for different groups of individuals will receive attention. The order of development of the exercises for the individual lesson is studied in its physiological and pedagogical aspects. From the abundance of physical exercises the teacher must be trained to select those which are scientifically correct, and in addition those having intrinsic interest in themselves.

The lectures and recitations in gymnastic pedagogy will discuss the common faults in teachers, the best class formations, the essentials to be considered in the selection of "leaders."

(3) *Physical Practice.*

(a) *Field.* Students are taught hurdling (120 and 200 yards), walking, foot ball (team practice, coaching), and field hockey (team practice, coaching).

(b) *Gymnasium.* Instruction is given in such wrestling, sparring, and fencing exercises as are adapted to class work. Elementary tumbling is taught. Advanced exercises on the heavy apparatus are given.

(c) *Aquatics.* Rowing in single and double gigs, also in four-oared working boats, is taught.

Students are expected to attend each year two conventions: one of the Young Men's Christian Association, and the other of the American Association for the Advancement of Physical Education.

3. Educational Course

This course will cover two years, and will be open only to college graduates. It will comprise (1) The general course; (2) The secretarial

course for the Middle and Senior years; (3) The technical educational course in charge of Frank P. Speare, educational director of the Boston Young Men's Christian Association.

The ever increasing demand for popular education, during the evening hours, is calling attention more forcibly each year to the necessity for more extensive evening school facilities.

The public evening schools are doing a great work, but much that is wholly beyond their sphere of influence, requires attention, and it is this need that the Association is peculiarly adapted to meet. The expenditure of public funds necessitates their being employed in the conduct of subjects required by the majority, so that special lines adapted to small groups of students, are either wholly neglected or are furnished by private institutions.

Where the work of the public evening school ends, in communities conducting such schools, the work of the Association begins, while in towns and cities providing inadequate facilities, the field is entirely open. It will be seen, therefore, that in every community, large or small, the Association school has its place, and these schools urgently require, either singly or in groups, skilled supervision in every department. Recognizing this imperative demand, the following course has been placed in the School's program as being well adapted for training students in this all-important work.

THEORY

(Mr. F. P. Speare.) A course of lectures delivered at Springfield by Mr. Speare, including the following topics:—

(1) *Elementary Education.* The common schools: kindergarten, primary, grammar. Private schools.

(2) *Secondary Education.* The city high school: classical, English, manual, commercial. The endowed institution.

(3) *The Higher Education.* The college and university, the technical school, special schools.

(4) *Tendency for Pupils to Leave School Before Education is Complete.* Statistics. Reasons for tendency: circumstances, lack of ambition, grading and promotion.

(5) *Needs of Employed Men and Boys.* As reported by themselves; by employers.

(6) *How These Needs are Being Met.* Public evening elementary schools, public evening high schools, churches, endowed and charitable institutions, correspondence schools.

(7) *Elements of Strength and Weakness in Each System.* Purpose, supervision, courses of study, equipment, instructors, results.

(8) *Association Educational Agencies.* The library, the lecture courses, the concerts, the clubs, the school.

(9) *The Association School.* Is there a need? What should be its purpose? Study of field, awakening of public interest, supervision, equipment, courses of study, specialization, instructors, admission, grading and promotion, examinations and certificates, finances.

(10) *Educational Printed Matter and Advertising.* The prospectus, the reading notice, the press, elements of danger, points to emphasize.

PRACTICE

In addition to the above work, students preparing for the educational department will be detailed to spend one month in the Middle year and two months of the Senior year at the Boston Association, where under the personal supervision of Mr. Speare, the following lines of work will be pursued:—

A prescribed course of reading, discussion and essays on school organization, management and teaching; visitation of day and evening public schools, and private institutions, with weekly written reports upon these visits; observing and assisting in classes of evening institute; visitation of business and manufacturing houses, to study needs of employees; writing of courses of study adapted to these needs; writing of general courses of study; drill in arrangement of program of an ideal school; daily work upon the records of evening institute; writing of announcements, advertisements, programs for commencement exercises, and a prospectus; attendance upon faculty meetings and reports thereon; assisting in mounting and arranging the exhibits of work; arrangement of educational trips to points of interest; figuring monthly and annual statistics; study of the financial situation; study of the needs and conduct of the library, reading room, social organizations and clubs; writing of a thesis upon the entire educational problem.

The daily work of the student, his written reports, and thesis, will be required for graduation from this course.

4. Courses for Directors of Boys' Work

For some years the faculty of the School has been giving an increasing amount of attention to studying the problem of boys' work. Frequent articles have been published on the social and religious life of boys and on methods of helping them. So much interest has been manifested in this type of work that the subjects which are taught at the institution bearing upon work for boys are here grouped together into a separate course. They form an excellent course for preparation for the boys' secretaryship. Many of the leaders in this work are among the School's recent alumni. The library is equipped with the most up-to-date discussions of work for boys. Students preparing for boys' work will be expected to write a thesis and make original investigations upon some theme related to this subject. The special courses bearing upon boys' work are as follows:*

- (1) Boy Physiology and Psychology. Dr. Seerley.
- (2) Physiology of Exercise for Boys. Dr. McCurdy.
- (3) The Social Life of the Boy. Mr. Burr.
- (4) General Outline of Work for Boys (Lectures). Robinson, Chapin, Page, Forbush.

*Secretaries specializing for boys' work will take up 1, 3, 4, 5, 7 and 8; physical directors specializing for boys' work, 1, 2, 4, 5, 7 and 8.

- (5) Physical Work for Boys. Dr. McCurdy.
- (6) Growth and Development of Boys. Dr. Hastings.
- (7) Apparatus for Physical Work for Boys. Dr. McCurdy.
- (8) Practical Work for Boys.
- (9) Nature Study.

(1) *Boy Physiology and Psychology*. (Dr. Seerley.) This subject is taught in connection with the general course in psychology, and can be found in detail on pages 25 and 28. It will be seen that attention is given under genetic psychology to the study of the laws of mental development as they appear in the boy and young man. The study of the human instincts receives careful attention. In this connection the subject of personal purity from the psychological standpoint is presented, also the influence of heredity, degeneracy, and other important subjects.

Under pedagogy, page 26, a study is made of the method of presenting various branches of truth and adapting instruction to the stage of development which the mind of the boy may have reached.

The course in physiology, which is described in detail on page 28, considers the laws of growth, and the conditions of the body at different stages of its development.

(2) *Physiology of Exercise for Boys*. (Dr. McCurdy.) Instruction is given on the effect of different types of exercise on the physique of the growing boy. The heart rate, pulse characteristics, and blood pressure are carefully studied. The respiration is carefully treated in its relations to the different types of exercise. Various fatigue problems are considered in their relation to the growth and exercise of the boy. (See page 38.)

(3) *The Social Life of the Boy*. (Mr. Burr.)

(a) The social nature of the boy.

(b) The social organizations of boys. Gangs, teams, clubs, etc.

(c) Periods in the development of the social life of boys.

The hunting period: the time of the bow and arrow and Indian play. The agricultural and pastoral period: time of especial interest in care of plants and animals. The constructive period: the time when the passion to make something shows itself. The competitive game stage: the time when individuals play in groups, but without team play. The coöperative period: the time for the team play games—foot ball, base ball, hockey, etc. The altruistic period: the time when egoism is modified by altruism. Adolescence.

(d) Practical suggestions as to the types of organization best fitted for boys in these various stages.

(4) *Methods*. There is being a rapid development in methods of work among boys. In order that students in this course, and all students preparing for the secretaryship may have the latest conception of the best methods, arrangements have been made with a group of leaders in work among boys to give a series of lectures upon the most successful methods of work. Special attention will be given in addresses by Messrs. Robinson, Chapin, and Dr. Page to methods employed in the Young Men's Christian Association, and by Rev. Mr. Forbush to work for boys outside of the Young Men's Christian Association. The School stands for the

same ideal in boys' work as in work for men—that the work of the Association is to advance the kingdom of God, and that all the work must be carried on from the point of view of winning boys and young men to accept Christ. Special attention will be given to methods of helping boys in Christian living, in Bible study and in Christian work.

(5) *Physical Work for Boys.* (Dr. McCurdy.) The course consists of instruction in the types of exercise best fitted for boys, and of normal practice in leading in gymnastics and sports for boys. The mass class work includes marching, free exercises, dumb-bells, clubs and bar bells. The work on the heavy apparatus includes only the hygienic work where momentary support is required. The course in indoor games includes team games like basket ball and hoop ball. Instruction is given in the various track and field sports, also in the different styles of swimming and diving. Splendid facilities are offered for ice sports on the lake adjoining the School, also on the School rink. Skating and ice sports are taught.

(6) *Growth and Development of Boys.* (Dr. Hastings.) An understanding of the physical boy is basal to the grasp of boy life as a whole. Correct discrimination and adaptation are the key to success in dealing with the problems of this formative period. Adaptation is conditioned upon a knowledge of the underlying laws of growth and development. These fundamental principles are to be studied along the following lines:

(a) *The Laws of Human Proportions*, including a survey of the best existing standards of growth and development, the discussion of periods of retardation and acceleration of growth and of the relative development of height, weight and other physical qualities.

(b) *Mathematical methods* employed in the construction of the anthropometric tables used to set forth these laws of growth and development.

(c) The use of such tables in the *graphical presentation* of the development of the individual and of his deviations from the norm of his age and height.

(d) The study of *variable causes*—heredity, exercise and environment, which tend to produce divergence from typical development; heredity, as indicated by nationality and occupation of parents, and by diseases of near relatives; exercise (regular work or play); environment, provided by playgrounds (street, yard, woods, field, etc.,) and by the location and hygienic conditions of the home, and other environment as far as it affects growth and development. (Secured through personal history blanks and through physical examinations.)

(e) *Physical Characteristics*—physique, health, color, bodily defects, sense defects, motor ability, etc. (Secured through personal history blanks and through physical examinations.)

(f) *Physical Examinations*, including physical measurements and physical diagnosis. Especial attention will be given to the relative importance of measurements, their diagnostic and statistical value, the value of strength tests as an index of vitality, the selection of a limited group of measurements best adapted to boys' work, methods of taking special tests, —eyesight, hearing, motor ability, etc., and to practical demonstration in

taking ordinary measurements accurately, with and without the removal of clothing.

(g) *Prescription of Exercise*, the adaptation of a system of exercise to the different periods of growth as well as special adaptation to the health, strength and peculiarities of the individual boy.

(h) *Vitality*, as indicated by various vital coefficients, as related to muscular development and as promoted by environment and habits of life. Relation to play.

(i) *The Physical Basis of Mentality and Mental Efficiency*.

(j) *The Physical Basis of Morality*. (See outline of full courses in anthropometry, physical measurements, physical diagnosis, prescription of exercise, and philosophy of exercise, page 40.)

(7) *Apparatus for Physical Work for Boys*. (Dr. McCurdy.) Lectures and discussion of the historical aspects of the subject from the point of view of preparatory schools, college settlements, boys' clubs, etc.; of the minimum, the most valuable apparatus and that especially adapted to boys; of the value of outdoor gymnasia and their construction; of the equipment of indoor gymnasia, athletic fields, bath and locker rooms, etc., for boys. (See outline of full course on the *organization of a physical department*, page 41.)

(8) *Practical Work for Boys*. A large number of the students are doing practical work for boys. Many of them have classes in the Sunday school which they hold together during the week days by outings, athletic and gymnastic games, and social gatherings. More than a hundred boys have been given athletic and gymnastic training on the School field by the students. Foot ball, hockey and social clubs have been formed among the boys of the neighborhood, and have proved successful in interesting and disciplining the boys, and also bringing them within the circle of Christian influences and affording opportunity for personal work. The influence of this practical work upon the students themselves is most encouraging. In addition to these opportunities for doing work for boys, the students are fortunate in being able to study an unusually successful work for boys in the local Association, and also the work of the Springfield Boys' Club for working boys.

(9) *Nature Study*. A number of the members of the club have gathered about them groups of boys whom they are trying to interest in the study of nature. Experience shows that such outdoor activity and study of living things is not merely good for body, mind and spirit, but is also in line with the natural interests and enthusiasms of the boy, and what is of supreme importance to us as Christians, to come nearer to the heart of Nature is to come nearer to the heart of God.

General Information

Requirements for Admission

(1) The School is open only to Christian young men, over eighteen years of age, who *have already shown ability* in the direction of the work for which they wish to prepare. Each applicant must be a member in good standing of an evangelical church, and, if admitted, bring a certificate to this effect, and unite and work with some church of his choice in this city within the first term after his admission.

(2) A good English education is required. A high school or college preparation is desirable before admission. College graduates will be graded as Middlers and should complete the course in two years.

(3) All students upon entering must pass a physical examination. Candidates for the physical course should do this before coming.

(4) Business experience is considered very desirable for men entering the secretarial course.

(5) Admission should be applied for at least two weeks before the opening of the school year (September 24, 1902), and students are expected to be present at the opening exercises.

(6) If at any time a student shows a lack of the prerequisites for success, he will be dismissed.

(7) No one will be enrolled as a student unless he is taking two full courses. Persons desiring less work may be admitted as visitors, but cannot be rated as students.

Estimate of Expenses for the School Year

The following table is based upon the experience of the past five years:

Table board,	\$100 00 to \$125 00	
Furnished room with light and heat,	50 00	50 00
Tuition,	60 00	60 00
*Gymnasium suits,	8 00 to	40 00
Washing,	12 00 "	20 00
Text and note books,	9 00 "	30 00
Laboratory supplies,	3 00 "	5 00
Conventions,	15 00 "	18 00
Membership in local Association,	2 00 "	10 00
Subscription to "Men,"	50	50
	<hr/>	
	\$259 50	\$358 50
Diploma (Senior year),	3 00	3 00
Senior trip,	15 00	15 00

*Students are advised not to purchase gymnasium or athletic suits before coming to the School, as the School has regulation colors and suits, which all are expected to wear.

Tuition is payable *promptly* on the first Monday in October and February, one-half at each payment; room rent on last Monday in each month. No reduction of rent will be made to a student who engages a room and fails to appear at the specified time, nor to one who vacates his room less than a month before the close of the school. Rent stops only when the room is vacated and the key delivered to the janitor. A deposit of fifty cents will be required for each key.

Each student lodging in the dormitory will care for his own room, which must be kept scrupulously clean. *He will be expected to provide sheets, pillow slips, towels and soap.* Beds are all single, three feet in width; pillows, 18 x 25 inches. Rooms are liable to inspection.

Sets consisting of four sheets, two pillow slips, four large linen towels, and two large bath towels, all hemmed, can be furnished by the School for \$4.00, if ordered in advance.

Recitations, Practice and Examinations

Each student is expected to have at least three forty-five minute classroom exercises each day during five days of the week; also at least two hours' daily practice, according to the year and department, in gymnastics, athletics, laboratory work, or practical work in the Young Men's Christian Association.

Examinations, either oral or written, are made at the option of each instructor.

There is no school from Saturday noon until Monday noon.

A Junior or Middler shall be eligible for promotion only after passing satisfactorily in every branch prescribed for the year covered, and upon approval of the president.

A Senior will be recommended by the faculty to the trustees for graduation only after passing satisfactorily in every branch of the course, and after presenting a thesis. Two neatly typewritten copies of each thesis (an original and first carbon copy on good linen paper 8½ x 11 inches), after acceptance by the faculty, shall be bound in "regulation binding" and filed with the librarian. It is desirable that each volume when bound shall not be less than half an inch in thickness, so as to be readily marked on the back.

Conditions imposed in any subject must be met during the following term.

All students are expected to be subscribers to "Association Men," and to be members in some Young Men's Christian Association in Springfield or vicinity.

Self-Support

Many of the students earn a large portion of the expenses of the course either during vacation or by securing work in the city on Saturday afternoons and at odd times. The School is unable to offer aid to students. A small loan fund, however, has enabled quite a number of students to complete their course. The income from the Foss Fund of \$1,000 is also available for this purpose. A number find opportunity for work in connection

with the buildings. Three to four are given teaching as assistants in the gymnasium, and a number secure positions in neighboring Associations.

Student Organizations

THE STUDENT ASSOCIATION

The Student Association was organized October 17, 1896. It has in view the following purposes: (1) To promote the spiritual growth of the students. (2) To encourage a spirit of Christian fellowship. (3) To provide opportunity for definite Christian work throughout the city and neighboring towns. (4) To establish closer relation with the Inter-Collegiate movement.

The membership fee in the Student Association is two dollars per year. Additional expenses are met by subscriptions from friends of the students.

The president of the Association, Mr. F. B. Wise, would be glad to correspond with prospective students who may desire information of any kind.

THE LEE LITERARY SOCIETY

This society has entered upon the second year of its career, its first meeting having been held January 8, 1901. Meetings are held every Monday evening and are of a purely literary character. Here are offered excellent opportunities for improvement in the art of debate, literary composition, and skill in parliamentary practice, and the members appreciate highly the training they receive. Two new features of interest have been introduced into the Society this year: Joint debates with other colleges, and a prize debate among its members, the prize being founded by the class of 1901.

McKINLEY LITERARY SOCIETY

One of the many tokens of progress during the past year has been the organization and splendid growth of the McKinley Literary Society. Almost from the first it has had its full quota of members, and with Dr. Ballantine as critic, the Society is supplying a real need to many students who are themselves soon to be public men. The aim is to give the members training in the subtle art of debate by grappling as they do with problems of the day and seeking as they must to put their arguments in a pleasing yet forceful manner. Essays, readings, and orations make the meetings both interesting and profitable, while an occasional hour of parliamentary practice is indulged in. These Monday evening meetings in the cozy society parlor in the gymnasium building are regarded as being nearly, if not quite, as valuable as any subject in the curriculum.

THE INTERNATIONAL LYCEUM.

The International Lyceum was organized January 8, 1902, with J. T. Little, president; F. G. Hayes, vice-president; P. K. Holmes, secretary; E. C. Offinger, treasurer; C. H. Ashley, sergeant-at-arms; H. Moule, chaplain. The object of this Society is to make its members familiar with parliamentary usages and practices; to encourage extemporaneous speaking; and to cultivate a literary taste. The Society will meet every Monday evening from seven to eight o'clock.

Student Publication

Nobody's Business is a weekly publication conducted by an editorial board chosen from the various classes. Its aim is to act as a medium between student and instructor, to increase the social life of the School, and to help the students individually and collectively, by advice and suggestion. It also offers a good opportunity for practice in the different departments of newspaper work. The editorial board for 1901-02 includes J. G. Schroeder, '02; B. M. Joy, '03; R. S. Seymour, '04.

Contributions

To maintain the School's work on its present plane of efficiency, a yearly income of \$20,000, aside from tuition fees and room rentals, is required. Inquiries concerning the finances will receive prompt attention if addressed to L. L. DOGGETT, President, and remittances may be made payable to his order, or to H. H. BOWMAN, Treasurer.

Jubilee Endowment Fund

By vote of the Trustees, June 9, 1899, a movement was inaugurated to secure a \$100,000 Jubilee Endowment Fund to commemorate the Jubilee of the American work. Toward this fund \$42,000 has been either given or pledged by friends of the School. Among these gifts is the Parmly Memorial Fund of \$10,000.

Bequest for Endowment

I give and bequeath to the International Young Men's Christian Association Training School, Springfield, Mass., the sum of _____ to be safely invested by them and called the _____ Fund. The interest of this fund to be applied to the use of the School.

Perpetual Loan Fund

For the purpose of founding a perpetual loan fund in the International Young Men's Christian Association Training School, Springfield, Mass., [or any of its departments, if so stated], I hereby give the sum of five thousand dollars—or its equivalent in good securities at cash value—to be safely invested by them, the income to be loaned toward the education of students who have already shown ability in the School.

The Association Seminar and Training School Notes

This publication aims to represent the work of the School. It records what is going on among the students and faculty. It publishes the original work which is being done by students and faculty. Problems of interest and importance among the Associations upon which there may be light thrown from the educational standpoint are discussed here. The general design of the paper is to keep all those who are interested in touch with the School, and to furnish such a discussion of Association events, outlook, policy and problems, as would naturally come from an educational center. The subscription price is \$1.00. The faculty coöperate in its maintenance, but the special editorial responsibility has been placed upon Dr. F. N. Seerley.

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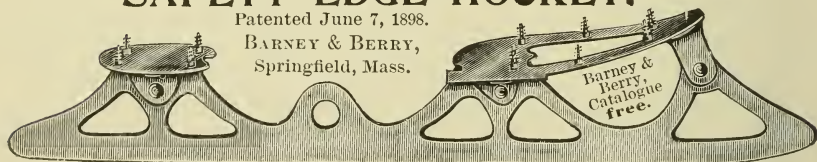
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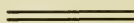
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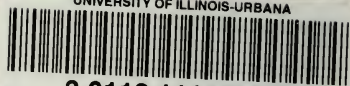
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